

Cherrydale Elementary

302 Perry Road
Greenville, South Carolina 29609

| | | |
|-----------------------|---------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 411 Students | |
| Principal | Scarlet Black | 864-355-3300 |
| Superintendent | Phinnize J. Fisher, Ed.D. | 864-241-3456 |
| Board Chair | Charles J. Saylor | 864-322-9053 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 5 | 42 | 64 | 14 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | N/A | N/A | N/A |
| 2003 | N/A | N/A | N/A |
| 2004 | N/A | N/A | N/A |
| 2005 | Below Average | Unsatisfactory | Yes |

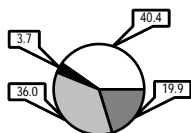
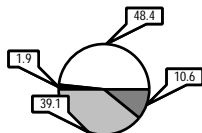
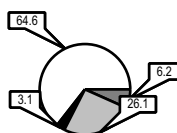
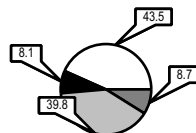
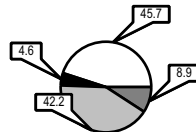
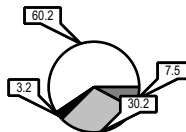
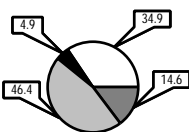
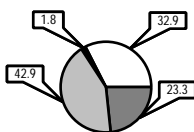
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 190 | 100.0 | 40.4 | 36.0 | 19.9 | 3.7 | 31.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 91 | 100.0 | 50.6 | 39.0 | 7.8 | 2.6 | 19.5 | | |
| Female | 99 | 100.0 | 31.0 | 33.3 | 31.0 | 4.8 | 41.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 64 | 100.0 | 38.5 | 34.6 | 21.2 | 5.8 | 38.5 | Yes | Yes |
| African American | 108 | 100.0 | 40.6 | 37.5 | 19.8 | 2.1 | 28.1 | Yes | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 100.0 | 50.0 | 30.0 | 20.0 | 0.0 | 20.0 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 153 | 100.0 | 34.1 | 37.2 | 24.0 | 4.7 | 36.4 | | |
| Disabled | 37 | 100.0 | 65.6 | 31.3 | 3.1 | 0.0 | 9.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Non-Migrant | 184 | 100.0 | 39.9 | 36.1 | 20.3 | 3.8 | 31.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 54.5 | 27.3 | 18.2 | 0.0 | 18.2 | I/S | I/S |
| Non-Limited English Proficient | 176 | 100.0 | 39.3 | 36.7 | 20.0 | 4.0 | 32.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 178 | 100.0 | 41.2 | 36.6 | 19.6 | 2.6 | 30.1 | Yes | Yes |
| Full-pay meals | 12 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 190 | 100.0 | 48.4 | 39.1 | 10.6 | 1.9 | 25.5 | No | Yes |
| Gender | | | | | | | | | |
| Male | 91 | 100.0 | 54.5 | 33.8 | 7.8 | 3.9 | 20.8 | | |
| Female | 99 | 100.0 | 42.9 | 44.0 | 13.1 | 0.0 | 29.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 64 | 100.0 | 42.3 | 46.2 | 7.7 | 3.8 | 28.8 | Yes | Yes |
| African American | 108 | 100.0 | 52.1 | 35.4 | 12.5 | 0.0 | 24.0 | No | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 100.0 | 50.0 | 40.0 | 0.0 | 10.0 | 10.0 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 153 | 100.0 | 40.3 | 44.2 | 13.2 | 2.3 | 30.2 | | |
| Disabled | 37 | 100.0 | 81.3 | 18.8 | 0.0 | 0.0 | 6.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Non-Migrant | 184 | 100.0 | 48.1 | 39.2 | 10.8 | 1.9 | 25.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 54.5 | 36.4 | 0.0 | 9.1 | 9.1 | I/S | I/S |
| Non-Limited English Proficient | 176 | 100.0 | 48.0 | 39.3 | 11.3 | 1.3 | 26.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 178 | 100.0 | 49.0 | 39.9 | 10.5 | 0.7 | 23.5 | No | Yes |
| Full-pay meals | 12 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 190 | 99.5 | 64.4 | 26.3 | 6.3 | 3.1 | 9.4 |
| Gender | | | | | | | |
| Male | 91 | 100.0 | 70.1 | 22.1 | 3.9 | 3.9 | 7.8 |
| Female | 99 | 99.0 | 59.0 | 30.1 | 8.4 | 2.4 | 10.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 64 | 100.0 | 61.5 | 26.9 | 5.8 | 5.8 | 11.5 |
| African American | 108 | 99.1 | 66.3 | 26.3 | 5.3 | 2.1 | 7.4 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 100.0 | 70.0 | 20.0 | 10.0 | 0.0 | 10.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 153 | 99.4 | 59.4 | 29.7 | 7.0 | 3.9 | 10.9 |
| Disabled | 37 | 100.0 | 84.4 | 12.5 | 3.1 | 0.0 | 3.1 |
| Migrant Status | | | | | | | |
| Migrant | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 184 | 99.5 | 64.3 | 26.1 | 6.4 | 3.2 | 9.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 72.7 | 18.2 | 9.1 | 0.0 | 9.1 |
| Non-Limited English Proficient | 176 | 99.4 | 63.8 | 26.8 | 6.0 | 3.4 | 9.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 178 | 99.4 | 65.1 | 27.0 | 5.9 | 2.0 | 7.9 |
| Full-pay meals | 12 | 100.0 | I/S | I/S | I/S | I/S | I/S |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 190 | 99.5 | 43.1 | 40.0 | 8.8 | 8.1 | 16.9 |
| Gender | | | | | | | |
| Male | 91 | 100.0 | 53.2 | 35.1 | 3.9 | 7.8 | 11.7 |
| Female | 99 | 99.0 | 33.7 | 44.6 | 13.3 | 8.4 | 21.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 64 | 100.0 | 30.8 | 46.2 | 15.4 | 7.7 | 23.1 |
| African American | 108 | 99.1 | 52.6 | 35.8 | 4.2 | 7.4 | 11.6 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 100.0 | 30.0 | 50.0 | 10.0 | 10.0 | 20.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 153 | 99.4 | 36.7 | 43.0 | 10.9 | 9.4 | 20.3 |
| Disabled | 37 | 100.0 | 68.8 | 28.1 | 0.0 | 3.1 | 3.1 |
| Migrant Status | | | | | | | |
| Migrant | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 184 | 99.5 | 43.3 | 39.5 | 8.9 | 8.3 | 17.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 27.3 | 54.5 | 9.1 | 9.1 | 18.2 |
| Non-Limited English Proficient | 176 | 99.4 | 44.3 | 38.9 | 8.7 | 8.1 | 16.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 178 | 99.4 | 44.1 | 40.8 | 8.6 | 6.6 | 15.1 |
| Full-pay meals | 12 | 100.0 | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 66 | 100.0 | 28.8 | 25.4 | 37.3 | 8.5 | 45.8 |
| | 4 | 58 | 100.0 | 44.7 | 42.6 | 12.8 | 0.0 | 12.8 |
| | 5 | 66 | 100.0 | 49.1 | 41.8 | 7.3 | 1.8 | 9.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 66 | 100.0 | 32.2 | 49.2 | 15.3 | 3.4 | 18.6 |
| | 4 | 58 | 100.0 | 57.4 | 31.9 | 10.6 | 0.0 | 10.6 |
| | 5 | 66 | 100.0 | 58.2 | 34.5 | 5.5 | 1.8 | 7.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 40.7 | 42.4 | 13.6 | 3.4 | 16.9 |
| | 4 | 58 | 98.3 | 76.1 | 21.7 | 0.0 | 2.2 | 2.2 |
| | 5 | 66 | 100.0 | 80.0 | 12.7 | 3.6 | 3.6 | 7.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 66 | 100.0 | 18.6 | 45.8 | 16.9 | 18.6 | 35.6 |
| | 4 | 58 | 98.3 | 56.5 | 37.0 | 6.5 | 0.0 | 6.5 |
| | 5 | 66 | 100.0 | 58.2 | 36.4 | 1.8 | 3.6 | 5.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 411) | | | | |
| First graders who attended full-day kindergarten | 92.5% | N/A | 100.0% | 100.0% |
| Retention rate | 5.8% | N/A | 3.9% | 3.0% |
| Attendance rate | 96.8% | N/A | 95.9% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.6% | N/A | 6.2% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.6% | N/A | 5.4% | 3.2% |
| Eligible for gifted and talented | 3.1% | N/A | 4.6% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 9.4% | N/A | 7.9% | 8.2% |
| Older than usual for grade | 2.2% | N/A | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | N/R | 0.0% | 0.0% |
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 50.0% | N/A | 50.0% | 52.6% |
| Continuing contract teachers | 50.0% | N/A | 76.9% | 83.3% |
| Highly qualified teachers | 97.0% | N/A | 92.0% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | N/A | 2.9% | 0.0% |
| Teachers returning from previous year | N/A | N/A | 83.0% | 87.0% |
| Teacher attendance rate | 97.7% | N/R | 94.9% | 95.0% |
| Average teacher salary | \$37,293 | I/S | \$40,320 | \$41,703 |
| Prof. development days/teacher | 17.8 days | N/R | 14.2 days | 12.8 days |
| School | | | | |
| Principal's years at school | 4.0 | N/R | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.2 to 1 | N/R | 16.5 to 1 | 18.8 to 1 |
| Prime instructional time | 92.3% | N/R | 88.7% | 89.8% |
| Dollars spent per pupil* | N/A | N/A | \$7,401 | \$6,242 |
| Percent of expenditures for teacher salaries* | N/A | N/A | 63.5% | 65.8% |
| Opportunities in the arts | Good | N/R | Good | Good |
| Parents attending conferences | 99.0% | N/R | 99.0% | 99.0% |
| SACS accreditation | Yes | N/R | Yes | Yes |
| Character development program | Good | N/R | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools | 92.8% | 89.4% |
| Highly qualified teachers in high poverty schools | 95.5% | 90.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beginning the school year 2004-2005, Cherrydale Elementary began operations as a new facility and is located on Perry Road in Greenville, SC. The new state-of-the-art building has the latest technological advances to enhance our instructional program. The two-story structure has a maximum capacity of 510 students. With the excitement of this new building and the additions of newly hired, "highly qualified" teachers to join an existing staff that is "second to none," our students strive to reach the highest levels of academic achievement.

As we look to the future, we must note the accomplishments made during the 2004-2005 school year. Cherrydale received the National PTA School of Excellence Award for Parent Involvement, the South Carolina Red Carpet Award for customer services, AYP in ELA on PACT, the South Carolina NPR public relations awards in seven categories, several national Web site awards and the district's 2005 "Best of the Best" Web site award. In addition to the many recognitions earned in 2004-2005, we continue to strengthen and improve our instructional programs. We have instituted a school-wide writing program, introduced Everyday Math Counts, implemented reading across the curriculum, and integrated Social Studies/Science curriculums. To encourage and promote character education in our school, we have also implemented a program entitled "Love and Logic." To accommodate the work schedules of many of our parents and to offer additional assistance to some of our students who struggle academically, we offer many programs after the regular school day has ended. Programs that go beyond our normal operating hours include the Extended Day Program (academic enrichment/tutorial/homework assistance), the Cherrydale Outreach program (reading and language assisted programs), and Parent Power (parent seminars, workshops, activities for parents). These programs are brought into the homes of our parents and students up to 8:00 pm nightly, Monday through Thursday.

To maintain a highly qualified instructional program, our faculty/staff continue to grow professionally to improve their craft by attending and/or presenting at the district, state, and national workshops. The future is bright for our students and the future belongs to them. Therefore, we are creating something special here at Cherrydale Elementary.

Scarlet H. Black, Principal
John Swanson, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 37 | 59 | 20 |
| Percent satisfied with learning environment | 100.0% | 91.5% | 94.7% |
| Percent satisfied with social and physical environment | 100.0% | 78.6% | 90.0% |
| Percent satisfied with school-home relations | 86.1% | 84.5% | 80.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.